Emotional Abuse in Classroom Environment Among Adolescent Females: Role of Peer Related Insecurity, Peer Victimization, Guilt, Dehumanization and Student-Teacher Relationship.

A Synopsis

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Introduction

Adolescents handle a wide range of interpersonal dynamics in the complicated social environment of the classroom, which greatly impacts their emotional health and cognitive development. Emotional abuse stands out among the many difficulties adolescents face as a particularly harmful menace that damages young minds permanently and hampers their overall development. Although an extensive number of studies have been done on the psychological effects of emotional abuse, a thorough knowledge of its correlates in the unique setting of the classroom among adolescent girls is still lacking.

Emotional Abuse

Compared to other types of abuse like physical or sexual abuse, emotional abuse is a prevalent kind of maltreatment that can have significant and enduring impacts on people. However, it is frequently less acknowledged and understood. Emotional abuse causes psychological wounds that may go unseen by others, including the victims themselves, in contrast to physical violence, which leaves noticeable scars. Emotional abuse is subtle and sneaky, making it hard to identify and deal with. As a result, it continues in a variety of interpersonal connections, including romantic relationships, parent-child dynamics, and institutions like organizations and schools.

There isn't a clear-cut definition of emotional abuse. More specifically, according to Renzetti and Follingstad (2017), emotional abuse is defined as "pain or withdrawal, humiliation, disruption of communication, isolation, and other psychologically abusive tactics and behaviour." According to reports, one of the most widely used expressions in society today is "emotional abuse." In 1996, the US Department of Justice and Health Canada contended that emotional abuse is any form of fear brought on by intimidation, isolation, threats, gaslighting, or insults used towards one another in an attempt to get control and power (Follingstad, et al, 2015). The goal of emotional abuse is to exert control over another person, but the abuser does not turn to physical violence or beatings. Previously research has clearly shown that emotional abuse has negative effects on the person experiencing it. It might not be acknowledged, particularly in the case of youngsters. Intimate relationships, families, and workplaces are all susceptible to emotional abuse (Fears et al., 2018).

Intentional or unintentional repeating behaviour patterns over time might be considered emotional abuse. An individual's integrity and sense of self-worth are impacted by emotional maltreatment (Capaldi et al., 2012). Terms like verbal abuse, psychological cruelty, intimate fear, and psychological violence are synonymous with psychological abuse. Historically, researchers have seen emotional abuse as the result of other forms of abuse, primarily physical or sexual abuse, and have not examined it independently (Arias & Pape 1999). Additionally, according to several studies, victims of frequent high-emotional abuse endure far more suffering and harm than those who face occasional physical attacks (Frieze & Davis, 2002).

According to Heim et al. (2013), Emotional abuse is regarded to be the worst kind of misbehaviour because it harms the developing brains of children, affecting both their mental and physical wellness, in addition to their cognitive and social development (Heim et al., 2013). "Persistent or extreme thwarting of the child's basic emotional needs [such as] parental acts that are harmful because they are insensitive to the child's development level" is what Cicchetti, (1993) defined as emotional abuse. Emotional abuse harms the nervous system as well as lowers feelings of worth. Emotional abuse changes some regions of the brain, especially those involved with detecting and directing emotions, as well as recognizing and reacting to the feelings of others. Those who claim emotional abuse have mood swings, sorrow, anxiousness, inadequate self-worth, and powerful or suppressed emotional reactions (Heim et al., 2013).

Peer related Insecurity

The term "peer-related insecurity" describes the nervousness, self-doubt, and inadequate feelings that surface in social settings, especially when peers are around. It is a typical occurrence, particularly in adolescence when peer relationships play a crucial role in social development. Peer-related insecurity, however, may continue into adulthood and show up in a variety of contexts, such as the workplace and interpersonal interactions. Peer-related insecurity has an impact on interpersonal relationships, academic or professional performance, physical health, and more in addition to psychological adverse consequences. It can result in strained relationships, low self-esteem, anxiety, despair, and impeded personal development.

“Emotional instability, feeling of rejection, inferiority, anxiety, loneliness, jealousy, hostility, irritability, inconsistency and tendency to accept the worst general pessimism or being unhappy” is one definition of insecurity. Emotions of insecurity can be characterized by feelings of rejection, unlove, loneliness, ostracism, aloofness, and hatred, as well as by seeing the world and life as frightening, challenging, and dangerous.

Emotional insecurity, according to Maslow (1943), is a generalized unease and worry resulting from a perception of danger to the ego or self-image. Insecurity is linked to negative emotions including conceit, loneliness, worry, anxiousness, and pessimism. These unpleasant emotions can lead to anger, discontent, an inward focus, low self-esteem, a negative self-image, and guilt. Alyahri, (2008) believed that there is a constant, never-ending need for security in every insecure individual. Isolation and withdrawal symptoms are frequent signs of insecurity. The degree of isolation increases with the level of insecurity.

Manisha (2016), finds strong correlation was found between girls' home environments and security insecurity. Additionally, a strong correlation between home environment and security insecurity was found. It was also noted that there is a notable difference in the degree of security-insecurity experienced by girls.

In terms of sentiments of security insecurity, female adolescents are more insecure than males, according to Anjum and Aijaz, (2014). Teens from higher Socioeconomic status backgrounds feel more secure than those from lower socioeconomic status backgrounds. Gender and socioeconomic level did not appear to have an interactional effect on emotions of security or insecurity.

According to Raina and Bhan, (2013), adolescents from nuclear families were more insecure than those from joint families; firstborn adolescents were more insecure than those from lastborn families; middleborn adolescents were more insecure than last-born adolescents. Girls also showed more insecure feelings than boys.

Adolescent boys and girls from nuclear and joint homes were studied by Raina and Bhan (2013) for differences in security scores across ordinal positions. A random selection of 240 pupils was made from 11 private schools located in Jammu. Using stratified random sampling, the family structure, ordinal position, and sex were taken into account. The Hindi version of Maslow's Security-Insecurity Inventory was employed. The findings showed that adolescents from nuclear homes felt more insecure than those from mixed households, and that firstborns felt more uneasy than lastborns, with middleborns falling in between. Girls also reported higher levels of insecurity.

Mc Williams (2010) examined adult attachment and a range of health disorders in 5,645 persons aged 18 to 60 from the National Co-morbidity Survey Replication to investigate the association between relationship instability and subsequent health difficulties. The findings showed a connection between attachment insecurity and some chronic illnesses, including heart

problems. Targeting attachment security in interventions may have a favorable impact on health, indicating a possible path toward better health.

Mudege et al. (2008) focused on perceptions of personal security involving physical harm, criminality, and violence to investigate the effects of insecurity on school attendance and dropout among children living in urban slums in Nairobi. The effect of insecurity on schooling was demonstrated by qualitative data gathered between October and November 2004 from the Nairobi slums of Korogocho and Viwandani. Findings indicated that unsafe environments had a detrimental impact on education, supporting the idea of insecurity-related policies to raise performance and attendance.

Peer Victimization

Peer victimization—also known as bullying—occurs in a variety of settings, including workplaces, schools, and even online. It is a ubiquitous social phenomenon. It entails deliberate and persistent aggression on the part of one or more peers towards a person. This conduct can manifest itself in several ways, such as physical assault, verbal abuse, exclusion from social groups, spreading stories or gossip, and cyberbullying.

An underlying power imbalance between the perpetrator and the victim characterizes intentional negative actions that are recurrent, a phenomenon known as peer victimization. In essence, it's a social phenomenon involving two groups of students: those who deliberately and persistently inflict hostility on their peers who are comparatively weaker (socially, psychologically, or physically), and those who are the target of this aggression. It refers to the former group of adolescents as bullies and the latter as victims. Nearly one in three 13 to 15-year-olds had likely participated in peer victimization more than once in the previous year, either as a victim or a bully, according to data from 194 countries worldwide (UNICEF, 2018).

According to Smith and Monks (2008), peer victimization is an act of aggression that is especially hazardous since it entails repeatedly targeting a specific victim who is helpless to protect themselves. However, not every violent act is regarded as a victimization by peers. Aggression is defined by the American Psychological Association, (2019) as behaviour intended to cause bodily or psychological harm to others. Aggression is a general phrase that encompasses inappropriate behaviours such as bullying and assault (Koo, 2007). According to Smith and Monks (2008), bullying occurs when an aggressor repeatedly targets the same victim over an extended period. Bullying and violence are not the same thing, even though bullying behaviours may involve violence.

There are two types of peer victimization: direct and indirect. Direct peer victimization refers to an attack on a victim that is generally public and involves overt behaviours (verbal and/or physical) that are visible to others. Usually, the victim and the bully have a face-to-face interaction in these situations. When a student engages in bullying, they may decide to target the victim physically or verbally, or they may just try to frighten them by staring, laughing, or acting inappropriately. In comparison, indirect peer victimization is more covert and challenging to identify. The bully and the victim hardly ever directly confront each other; instead, it usually happens in the background. Indirect peer victimization can take the forms of social bullying, cyberbullying and victimization. Indirect forms of peer victimization include deliberate exclusion from social situations, manipulating the victim's social contacts, spreading rumours, and social isolation (Chakrabortty, 2018).

A substantial difference in the variable victimization by peers between students attending government and private schools. Compared to students in private schools, victims in government schools were greater. When it comes to depression and loneliness, both groups vary considerably (Shekhar, 2014).

In a study on peer victimization and subsequent disruptive behaviour in schools, Kaynak et al., (2015) examined if youth's anger regulation coping may lessen the positive correlation between peer victimization and subsequent aggressive behaviour. The study's sample consisted of 485 seventh-grade children (average age = 12.8 years; 55% female) and their teachers. The study's findings demonstrated the substantial interaction impacts of peer victimization and initial anger management on teacher-rated violent behaviours. According to the study's findings, helping adolescents learn to control their anger may shield them from peer victimization and lessen aggressive behaviour.

Erath et al. (2008) concluded that peer victimization poses a significant risk for teenage mental health issues. School support works as a protective barrier against victimization in both male and female teenagers, and as students become older, it becomes more and more crucial. In particular, when it comes to peer-victimized girls starting secondary school, parental support appears to be protective against maladjustment.

According to Hager and Leadbeater (2016), peer victimization exposes teenagers to risks related to both short-term and long-term physical health issues. According to Stapinski et al. (2015), teenage peer victimization was linked to both immediate and delayed increases in anxiety and sadness.

Guilt

The feeling that one has done something wrong or has fallen shy of an expected standard of behaviour can give rise to the complicated and multidimensional emotion of guilt. It frequently comes with regret, shame, and self-reproach sentiments. An individual's relationships, decision-making, and psychological health can all be significantly impacted by guilt. Distress, low self-esteem, strained relationships, and skewed decision-making are examples of psychological impacts. Acceptance, self-reflection, apologizing, asking for help, and forgiving are all part of coping. Emotional health and personal development are positively impacted by acknowledging and dealing with guilt.

According to a commonly used definition, guilt is defined as an unpleasant feeling that develops when someone causes or feels they have caused harm to another; in other cases, there may have been a transgression of moral or societal norms or internalized beliefs (Carnì et al., 2013; Malti, 2016; Tilghman-Osborne, Cole & Felton, 2010) According to Tilghman-Osborne (2012), Tension, regret, and regretfulness for a specific deed or inaction are the hallmarks of the emotion known as guilt. Guilt includes a cognitive component because it assumes that one is to blame for the bad conduct or omission.

Ward, (2014) made an effort to investigate the relationship between shame and guilt and psychologically healthy expressions such as self-esteem in adult Irish people. 110 adults made up the sample. The results indicate that when emotions of guilt and shame escalate, they also affect levels of social connectedness and self-worth. There was not a noticeable gender disparity in terms of social connectivity, shame, guilt, or self-esteem. The findings support earlier studies that suggested the detrimental effects of shame and guilt (emotions) on a person's sense of self-worth and social connections.

The association between self-compassion, self-esteem, shame-proneness, and guilt-proneness with feeling ashamed and guilty after remembering flaws and offences was investigated by Saeedi et al. (2012). There were eighty University of Tehran participants. The results showed that these emotions had a negative correlation with self-compassion and a positive correlation with shame-proneness. While guilt-proneness did not significantly correlate with the emotions, shame did demonstrate a negative association with self-esteem.

Dehumanization

The phenomena of dehumanization are complex and multidimensional, involving a range of cognitive, affective, and social processes that lead to the perception and treatment of individuals or groups as being subhuman. It can take many different forms, from covert acts of oppression and violence to more overt biases and preconceptions. Dehumanization is when people or communities lose their inherent human characteristics, entitlements, and respectability. It has always been a widespread occurrence and has taken many different forms throughout history, including oppression, discrimination, enslavement, and genocide. Fundamentally, dehumanization entails taking away people's uniqueness, empathy, and moral consideration to reduce them to lifeless beings or stereotypes.

The idea that someone is not fully human is known as dehumanization (Haslam, 2006; Haslam & Loughnan, 2014). When someone's behaviours compromise their fundamental qualities as human beings, such as identity or status, individuals perceive those encounters as dehumanizing (Capozza et al., 2022; Haslam, 2006; Haslam & Loughnan, 2014). The majority of academics now agree that mild dehumanization can happen in social encounters daily, such as when someone treats you with mild contempt, condescension, neglect, or social exclusion (Bastian and Haslam, 2010, Bastian and Haslam, 2011). Due to its widespread occurrence and severe effects, such as lowered moral standards, decreased prosociality, and increased antisociality, dehumanization is a significant psychological phenomenon (Haslam & Loughnan, 2014).

People who experienced abuse as children may be dehumanized targets (Haslam, 2006; Haslam & Loughnan, 2014). As of right now, the majority of dehumanization research has been on how those who perpetrate it deny others their humanity (Haslam, 2006; Haslam & Loughnan, 2014). The "cycle of inhumanity between victims and perpetrators" was illustrated by Bastian and Haslam (2010), who showed that when people experience social rejection, they evaluate both themselves and the persons who rejected them as less human (Bastian & Haslam, 2010). Furthermore, they discovered that aversive self-awareness, negative affective outcomes, and cognitively deconstructive states were linked to an inability to acknowledge people's equality and fundamental humanity (Bastian & Haslam, 2011).

Dehumanization can be subtle or blatant. Subtle dehumanization appears as an implicit, indirect, and frequently unconscious propensity to ignore the humanity of others (Haslam & Loughnan, 2014). On the other hand, overt dehumanization is the clear and unmistakable

rejection of another person's or group's humanity, wherein they are mentally reduced to the status of objects, animals, or parasites (Bruneau et al., 2021).

Student-Teacher Relationship

The student-teacher relationship is a critical component of the educational experience, influencing students' academic and emotional growth. This bond is especially important for early adolescent females as they move through the challenges of adolescents. A pleasant and supportive student-teacher connection can provide a sense of stability, boost self-esteem, and encourage academic engagement. In contrast, a poor or careless connection can lead to a variety of problems, including emotional distress, peer-related insecurity, and victimization.

Teachers serve as mentors and role models in the classroom, in addition to being educators. Their interactions with students can influence their sense of self-worth and belonging. When teachers provide constant support, understanding, and encouragement, students are more likely to feel valued and respected, which can help to buffer the impacts of peer pressure and emotional abuse.

According to Thayer-Bacon and Bacon (1996), teachers who care about their pupils are more likely to be remembered, impact change, inspire growth, and achieve success in their teaching. According to Little (2003), students who have positive relationships with their professors are more motivated and supported in their learning process. Students who have a supportive relationship with their instructor are more engaged, work harder, accept criticism, manage better with stress, and pay more attention in the classroom.

Nicholson (2005), investigated how teachers and students can impact changes in aggression throughout time. The study focused on teacher efficacy and its correlation with the observed changes. The study found a moderate relationship between teacher efficacy and classroom violence, including previous aggression.

According to Downey's (2008) study, a strong student-teacher interaction leads to improved learning outcomes in the classroom. According to the findings, teachers must understand how to include conversations and methods of instruction that have been proven in studies to improve the lives of kids on the verge of academic dropout into their everyday classroom work.

Ansari et al., (2020) discovered that If teachers expressed stronger bonds with their students, students did quite well in all areas. On the other hand, more difficult relationships were highly associated with poor performance, and good relationship variations

were not always linked to adolescent outcomes. Furthermore, while the positive effects of teacher-student closeness grew steadily, teacher-student disagreement in the future was more significantly associated with student outcomes than initial conflict. As a whole, research results point to the role of teacher-student relationships in students' long-term development.

Rationale of the Study

Emotional abused adolescent females in the classroom environment is a common problem, therefore this requires careful investigation. This study's foundation is the understanding of how common emotional abuse is among adolescent females and the serious consequences it has for their social and psychological development. The term "emotional abuse" refers to a variety of actions that can cause victims to suffer severe emotional damage and long-lasting scars, such as verbal hostility, manipulation and humiliation. The connection between emotional abuse and peer-related insecurity is a crucial area to investigate. Peer relations are especially important during adolescence when people are looking for approval, acceptance, and a sense of belonging in their social circles. Adolescents' self-perceptions and sense of social value can be significantly impacted by emotional abuse, which can result in feelings of inadequacy, rejection sensitivity, and social anxiety. Peer-related insecurity experiences have the potential to worsen emotional abuse symptoms by generating a chain reaction of low self-esteem and interpersonal problems. Moreover, peer victimization such as bullying, social exclusion, and relational aggression frequently coexists with emotional abuse. Peer victimization is a common occurrence for victims of emotional abuse, which exacerbates feelings of helplessness and vulnerability. To clarify the processes by which abusive behaviours spread among peers and sustain harmful cycles, it is crucial to comprehend the connections between peer victimization and emotional abuse.

Another crucial element to take into account when discussing emotional abuse is guilt. Emotional abuse victims may internalize feelings of shame and self-blame, which impairs their ability to regulate their emotions and develop coping mechanisms. Victims who experience internalized guilt may feel accountable for the abuse and may be unwilling to ask for assistance or support, which can contribute to the continuation of abusive dynamics. It is also crucial to understand how guilt contributes to the continuation of emotional abuse. Furthermore, dehumanization can result from emotional maltreatment. In the classroom, dehumanizing attitudes and actions can undermine empathy and strengthen negative stereotypes and social hierarchies. Promoting empathy and encouraging inclusive social norms within peer networks requires an understanding of how emotional abuse leads to dehumanization.

The student-teacher relationship is a critical component in the classroom setting that can either alleviate or intensify the effects of emotional abuse. A helpful relationship with teachers can be protective, but a negative or abusive relationship might exacerbate pupils' emotional distress. To lessen the negative effects of emotional abuse on adolescent well-being and social development, this research aims to inform targeted interventions and preventative strategies by examining the interactions between peer-related insecurity, peer victimization, guilt, dehumanization and the Teachers-student relationship. The ultimate objective is to establish classroom environments that are safer and more encouraging so that every student can succeed intellectually and emotionally.

Objectives of the Research

1. To study the relationship between emotional abuse and peer-related insecurity among adolescents.
2. To study the relationship between emotional abuse and peer victimization among adolescents.
3. To study the relationship between emotional abuse and feelings of guilt among adolescents.
4. To study the relationship between emotional abuse and dehumanization among adolescents.
5. To study the relationship between emotional abuse and the student-teacher relationship among adolescents.

Hypothesis of the Research

1. There will be a positive correlation between emotional abuse and peer-related insecurity among adolescents.
2. There will be a positive correlation between emotional abuse and peer victimization among adolescents.
3. There will be a positive correlation between emotional abuse and feelings of guilt among adolescents.
4. There will be a positive correlation between emotional abuse and dehumanization among adolescents.
5. There will be a negative correlation between emotional abuse and the student-teacher relationship among adolescents.

Methodology

Sample Size

A total sample of 400 adolescent females in the age group of 12-16 years will be participate in the study. Adolescent females of this range will be selected to fill up the questionnaire and they will be from Government Schools.

Inclusion Criteria:

1. The age group ranges from 12 years to 16 years.
2. Participants should currently be studying in governmnet schools.
3. The participant should be able to understand, read, write and speak the English language.

Exclusion Criteria:

1. Participants with any severe psychiatric illness.
2. Any acute or chronic condition that would limit the ability of the participant to participate in the study.
3. Refusal to give informed consent.

Tools

1. **Emotional Abuse Questionnaire (Momtaz et al., 2020)**

The Questionnaire consists of 30 items and six subscales: Verbal abuse, Emotional rejection, Overcontrol, Insufficient control, over-expectation and Terrorizing. The scale consists of 5-point Likert scale responses of Always to Never. Scoring will be done as "4 = Always, 3 = Often, 2 = Occasionally, 1 = Rarely, 0 = Never". There are 30 items of which 8 (1,2,3,7,11,12,17,21) are designated for Verbal Abuse, 3 (13, 22, 28) for Emotional Rejection, 7 (4, 5, 14, 15, 23, 25, 30) for Overcontrol, 5 (6, 8, 16, 18, 26) for Insufficient control, 3 (9, 19, 27) for Over-expectations and 4 (10, 20, 24, 29) for Terrorizing. The internal consistency (Cronbach's alpha) of the sub-scales as found by the developers of the tool was 0.87, 0.81, 0.83, 0.75, 0.77 and 0.84 respectively. The Total reliability of the questionnaire was evaluated by Cronbach's α and it was 0.93.

2. **Security Insecurity Scale (Shah, 2010)**

This Scale was created by Prof Beena Shah, 2010. The SIS scale consists of 75 items rated on a 3-point scale with "Always", "Sometimes" and "Never". The scale consists of eight subscales, we will use the "C subscale" which is related to the Peer Related Insecurity, it consists of only 12 items. Scoring of the items will be done as "2 = Always, 1 = Sometimes and 0 = Never" for positive items and "0 = Always, 1 = Sometimes and 2 = Never" for negative items, High score indicates high peer victimization whereas low score indicates lower level of peer victimization. The split-half reliability was found to be 0.79 for males, 0.70 for females, 0.81 for urban, and 0.74 for rural students. Thus, the reliability was found to be highly satisfactory. Validity was found to be 0.79 which is highly significant.

3. **The Adolescent Peer Relations Instrument- Bully/Target, Modified Version (Parada, 2000)**

This Instrument was created by Parada R. H., 2000 and we will use the modified version of this instrument which is created by Chhavi Mittal, 2019. The scale consists of 46 items rated on a 6-point scale with "Never", "Sometimes", "Once or Twice a month", "Once a week", "Several times a week" and "Everyday". The scale is divided into two sections- Section A for the perpetrator experiences and Section B for the victim experiences. We will use only Section B which is related to Peer Victimization and contains 25 items. Scoring of the items will be done according to this pattern "1 = Never, 2 = Sometimes, 3 = Once or Twice a month, 4 = Once a week, 5 = Several times a week, 6 = Everyday". This section contains four subscales: Physical (items include: 2, 4, 7, 8, 11, 12), Verbal (items include: 1, 6, 9, 14), Social (items include: 3, 5, 10, 13), and Cyber victimization (items include: 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24). Cronbach's alpha for all the subscales ranges from 0.83 to 0.92 for all the subscales (Hamburger, 2011). Cronbach's alpha for Physical Victimization (PV), was .80; for Verbal Victimization (VV), it was .78; for Social Victimization (SV), was .73; and for Cyber Victimization (CV), was very high at .88.

4. **Shame and Guilt Scale (Barbara, 1999)**

Guilt will be measured with the help of the Shame and Guilt Scale (SGS; Alexander et al., 1999) it consists of a list of 10 items that assess guilt (5 items) and shame (5 items). It is a 5-point rating scale and scoring is done from "1 = not at all upset, 2 = Slightly upset, 3 = Somewhat Upset, 4 = Quite upset, 5 = Very upset". The measure has demonstrated high levels

of internal consistency, convergent and discriminant validity, and predictive validity. Cronbach's alpha reliability for the guilt scale was 0.79.

5. **Experience of Dehumanization Measurement (Golossenko et al., 2023)**

This Scale was created by Artyom Golossenko et al., 2023. EDHM scale consists of 10 items rated on a 5-point scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree). All the 10 items are positive on this scale. Construct Reliability indicates the internal consistency range from 0.91 to 0.96. Higher scores might indicate a greater experience of dehumanization.

6. **Caring Student-Teacher Relationship (CSTR) Scale (Whitehead et al., 2021)**

The Caring Student-Teacher Relationship (CSTR) scale formed by Jenna Whitehead et al., 2021 consists of 16 items. This is a 5-point rating scale consisting of "not at all true, a little true, somewhat true, pretty much true and very true". All 16 items are positive and consist of two factors: 1. Teacher support and attunement and 2. Caring teacher qualities. Factor 1 consists of 10 items (7, 1, 9, 6, 10, 8, 3, 5, 4, 2) and factor 2 consists of 6 items (12, 13, 14, 15, 16, 11). Scoring of the items will be done in this manner 1= not at all true, 2= a little true, 3= somewhat true, 4= pretty much true and 5= very true. The internal consistency of both factors was 0.94. It shows that internal consistency is high and the test is reliable.

Note: If we get the more suitable scales than the scales mentioned above of variables then we can use the most appropriate one for our study.

Procedure

The research will be conducted by reaching out to the pool of people who are eligible to participate in the research. The questionnaires will be given to the pool of eligible participants, with the conditions for eligibility clearly stated. Data will be collected from the participants who are eligible and willing to participate in the study. The data collected from questionnaires will then be statistically analysed to draw meaningful research conclusions.

Statistical Analysis

Statistical Analysis will be decided after the completion of the data collection.

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